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ABSTRACT

This booklet is designed to be used as a workbook to present the concept of community education in a format which addresses important questions any community needs to consider as it explores community education. The booklet can be used in conjunction with the videotape "Community Education: A Profile of Two Communities." However, the contents of the booklet are self-explanatory and can be used independently. The booklet begins with a profile and a discussion of the philosophy of two model community education programs. The next section of the booklet, which comprises its bulk, is a study guide which can be used individually or with groups for exploring community education. Five components of a community education program are examined: extended use of public school facilities, citizen involvement, interagency cooperation, needs assessment of communities, and leadership. The format for each component is broken into three sections: a brief overview of how the two model communities have developed each part of their community education program; a series of facts and issues to broaden the reader's perspective of the implications this component has for community education development; and several key questions which communities and schools need to consider in beginning to implement community education. The last section of the booklet lists a variety of community education resources available to communities and schools. (Author/RM)

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COMMUNITY EDUCATION: A PROFILE OF TWO COMMUNITIES

A Community Education Study Guide

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ABOUT THIS BOOKLET

This booklet is designed to be used as a workbook to present the concept of community education in a format which addresses important questions any community needs to consider as it explores community education. Use of the booklet in conjunction with the videotape, Community Education: A Profile of Two Communities, excellently supplements this material, but the contents are self-explanatory and can be used independently.

The last section of this booklet lists a variety of community education resources available to communities and schools including addresses of the two state centers that provide assistance in developing community education programs (Wisconsin Department of Public Instruction and University of Wisconsin-Madison).

The booklet as a whole explores the concept of community education as presented in the State Plan for Community Education. This plan presents five components which comprise a comprehensive community education program:

1. Extended Use of Public School Facilities
2. Citizen Involvement
3. Interagency Cooperation
4. Needs Assessment of Communities
5. Leadership

While each component is treated separately, it is important that it be remembered that in a comprehensive community education program all five components are present. In other words, many schools or communities often effectively address one or two of these components without being identified as a model of community education. There is no question, however, that community education is a continuous building process in which each step can be a positive response toward building stronger school-community relations.

Eric C. Smith, Supervisor
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A PROFILE OF TWO COMMUNITIES

The two models of community education highlighted in this booklet and in the half-hour videotape are each unique yet share a common philosophy.

PROFILE: D.C. EVEREST SCHOOLS

The D.C. Everest Area School District is a community comprised of ten municipalities that border the southeastern edge of the city of Wausau. They include the villages of Rothschild and Hatley, the city of Schofield, the towns of Easton, Kronenwetter, Norrie, Reid, Ringle, Wausau, and Weston. The school district is the only governmental body outside of the county government which binds these ten municipalities together.

The joint school district was formed in 1950 with a student enrollment of 1,152. The community population is currently in excess of 25,000 and is one of the most rapidly growing in the state. The demographic characteristics indicate that the municipalities will continue to grow.

The economic characteristics of the community are positive. Four of the largest industries in the Greater Wausau Metropolitan Area fall within the borders of the D.C. Everest Area School District's 162 square miles. These include the Drott Manufacturing Company, Weyerhauser Paper Mill, Wausau Homes, and Greenheck Fan and Ventilating. Each of these companies has expanded its operations within the last five years.

In 1977 a group of citizens came to the Board of Education of the D.C. Everest area and requested that an ad hoc committee be appointed to investigate the idea of a "community education" type program. The Board supported this action and initiated the Citizen's Advisory Committee for Community Education. The group studied community education for over a year, and then hired a full-time researcher for nine months with a CETA grant. This individual developed a resource file about area agencies and information about the D.C. Everest community. After nine months, with the information gathered in working with the committee and other agency personnel in the area, the Board of Education determined the concept should be a reality. In 1978 they hired a full-time coordinator with training in community education.

The D.C. Everest District has fully opened the use of its facilities to its community. Statistics compiled over the past four years show that participation in programs since the implementation of community education has grown sizeably and that there has been a parallel increase in usage of school facilities by groups.

PROFILE: MENOMONEE FALLS SCHOOLS

Menomonee Falls is the northwestern neighbor of the city of Milwaukee. It is adjacent to the varied business, governmental, and social opportunities of the metropolitan region, yet has easy accessibility to countless state parks, lakes, and other sources of abundant recreational activities. The community popula-

tion is growing older, and the school district has undergone a severe enrollment decline in recent years resulting in school closings.

In March 1975, the United Community Services of Waukesha County completed a Waukesha County Needs and Services Study in which citizens of each township ranked the needs of their community. Common concerns centered on inadequate or nonexistent facilities to provide needed services. At the same time, Lincoln School in downtown Menomonee Falls was declared surplus due to declining student enrollments, and the local school board and administration began exploring alternate uses for the facility.

Subsequently, the Menomonee Falls public schools, through an agreement with the Waukesha County Technical Institute, agreed to lease Lincoln School for $1 a year to extend adult education opportunities. Later, through a concerted planning effort involving citizens in Menomonee Falls and the cooperation of the public schools, the Lincoln School program expanded to become, with full-time staff, a community education center for the total community. All residents are now able to realize a benefit from a valued community resource, and the program has received favorable response in the community.

THE COMMUNITY EDUCATION PHILOSOPHY

These two models are examples of the diversity which can be found in nearly all community education programs. The concept of community, both nationally and in Wisconsin, is closely linked to the public K-12 school and its role in the educational life of a community. Public schools have a unique status which

enables them to assist and help extend the programs and services of a wide variety of organizations and institutions seeking to enhance community life. Activities which improve community life and help build a sense of unity will, in turn, have a positive effect on the educational programs of schools.

These two models represent a concept which has received considerable attention from various sectors of society. Community education recognizes that education is a life-long process not limited to formal instruction but involving all life experiences. Life-long involvement in education becomes increasingly important as changes in technology and lifestyles demand continuous updating of knowledge, skills, and interests. Community education recognizes that a democratic process is the most effective means for improving the well-being of persons within the community as well as the community itself. This process focuses on all institutions, agencies, and organizations which serve the community. No single institution is capable of providing "community education;" but the community school, as a catalytic agent, serves to help coordinate the efforts of all that can contribute to the total program. The community education concept includes coordinating and sharing of resources, citizen participation, life-long learning, and a community school partnership.

Community education programs which have developed in Wisconsin share a common philosophy which is reflected in the five components outlined in the Wisconsin State Plan for Community Education. These components are the criteria which define a comprehensive effort.

1. Extended Use of Public School Facilities: Public school board of education support for and involvement in development of the local community education plan, including extended use of public school facilities for community residents.
2. Citizen Involvement: Mechanisms which provide for continued, cross-aged citizen input into program planning and development. This includes, but is not exclusive to, the use of a representative community advisory council.
3. Leadership: A qualified person(s) with training in community education having a work role based on a community education job description.
4. Interagency Cooperation: A regular contact with community agencies and organizations for the purposes of: (a) joint planning, (b) avoiding duplication of efforts, and (c) insuring expanded community services through existing service systems.
5. Needs Assessment and Planning: A documented community planning effort involving a cross-section of community residents, which includes a sequence of needs and resource assessment, goal prioritizing, and evaulation.

The two programs highlighted in this booklet, and others, look toward the community education concept as a means of addressing some of the following needs:

- A need to provide educational, recreational, social, and cultural programs to people of all ages near the place where they live.
- A need to make more efficient use of schools and other community facilities.

- A need in communities to create a mechanism to allow and encourage citizen participation in defining their needs and developing programs to meet those needs.
- A need to develop a collaborative approach to utilizing community resources to meet community needs.
- Agencies working together are much more effective than agencies working alone.
- A need to build a stronger base of support for education in general and K-12 education in particular.
- A need to improve education by developing a three-way partnership between the home, the school, and the community.
- A need to develop credibility and trust between people who live in communities and agencies that serve communities.
- A need to improve the quality of life in communities and the attendant need of developing local leadership to work toward that goal.

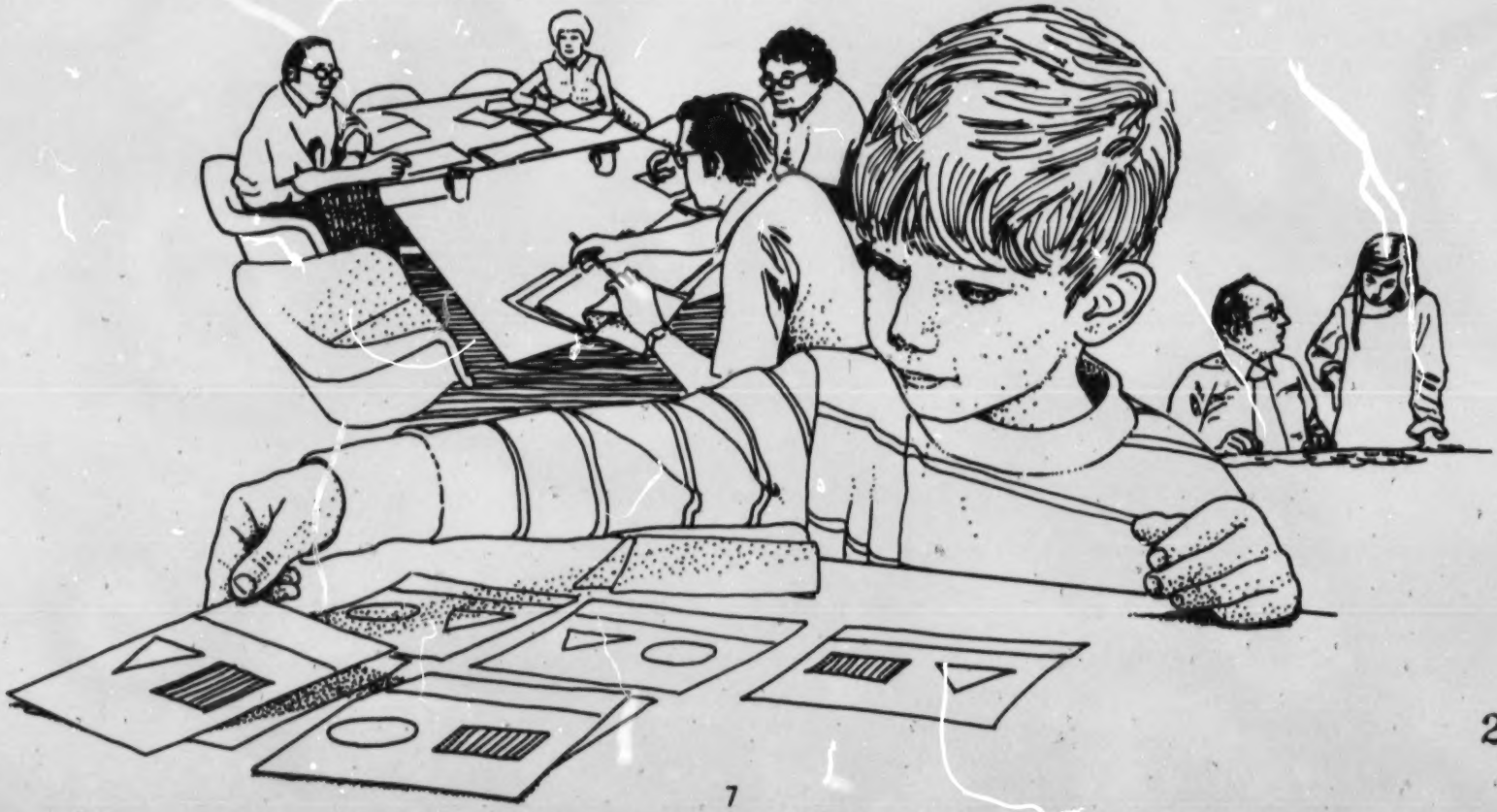
The Wisconsin concept of community education is demonstrated by a community education program that:

1. Provides a LEADERSHIP element in communities which facilitates the linkage between community needs and community resources.
2. Seeks to MAXIMIZE AND COORDINATE the usage of school facilities for community use.
3. Initiates citizen INVOLVEMENT in identifying and resolving community needs.
4. COMMUNICATES regularly with AREA COMMUNITY SERVICE AGENCIES in order to avoid duplication of services, increase the availability to agencies of school resources and facilities, and initiate jointly sponsored activities.

5. Provides a public COMMUNICATION NETWORK.

6. Seeks to provide for PERSON TO PERSON contact on a NEIGHBORHOOD level.

In Wisconsin, the base of operation for community education focuses on what is known as "process." Facilitating, coordinating, and involving are primary activities. Only in the instance where a community education program exists in a community with no other appropriate service potential would community education take on a programming and activity development function.



IDEAS FOR USING THE SELF-STUDY GUIDE

The next 12 pages are a study guide for exploring community education. This guide can be used individually or with groups and is presented in a format to stimulate thinking rather than to provide a complete analysis of each community education component. Therefore, users should consider adapting this material to the situation at hand.

The format for each component is broken into three sections:

a. a brief overview of how the D.C. Everest and Menomonee Falls districts have developed each component
b. a series of facts and issues related to each component as a means to broaden the reader's perspective of the implications this component has for community education development
c. several key questions related to each component which communities and schools need to consider in beginning to implement community education.

A final page in this section is a self-assessment test, which can be used for concept development.

Suggested uses: CONCEPT DEVELOPMENT

In implementing community education it is vitally important to develop and understand what community education is prior to beginning actual planning. This concept development phase is critical for planning teams as well as other individuals and groups involved at a later stage.

Step 1: Read the overview of all five components. Take self-assessment test.

Step 2: Divide into small groups to use the facts and issues listing as a format to discuss:

a. how these issues relate to my community

b. two or three priorities our community needs to address related to these issues

Step 3: Arrange for a sharing between groups using points (a) and (b). Discuss results of self-assessment.

Suggested uses: PLANNING

Major questions are presented as the first step in developing a planning strategy. Remember, a strategy to develop a comprehensive community education program will focus on all five components. As an example, one important purpose of community education is to extend use of school facilities. In order to accomplish this, decisions need to be made about who should provide leadership, what agencies might use the facility, how will the community be involved in determining its uses, and what needs information is required to extend this facility usage.

Step 1: Develop subquestions which relate to each question presented in terms of your community and situation.

Step 2: Using brainstorming and other techniques, set down ideas about possible action steps related to each subquestion.

Step 3: Prioritize action steps and subquestions based on (a) importance and (b) which items need to be addressed first, which second, etc.

COMPONENT 1: EXTENDED USE OF PUBLIC SCHOOL FACILITIES

The situation in . . .

D.C. EVEREST

The school district, just south of Wausau, began to consider the possible community education uses for its eight school buildings which might better serve area residents. As possibilities were explored, it became clear that it made little sense to leave idle the buildings which were bought and paid for by taxpayers. This was particularily true since these schools were close to where people live and could be used for a variety of educational, social, cultural, and recreational activities beyond the regular school day.

MENOMONEE FALLS

Lincoln School, one of the original school buildings in the district was no longer needed for the K-12 educational program. On the other hand the building held strong sentimental value for area residents as the one which most had attended in their youth. Because of its excellent geographic location in downtown Menomonee Falls, the site was ideal to consider for other educational uses.

Facts and Issues:

- Public schools are a community's largest tax investment, yet most school facilities (including the K-12 program) are used less than ten percent of clock hours in a year.
- A recent Department of Public Instruction survey indicated that over 90 percent of people would like to see school facilities made more available to the community.
- The closest public building to most people is the elementary school. Yet this building is often the least utilized by the general public.
- A community-centered school is a source of community pride, a neighborhood gathering place, and a positive approach to bringing the life of the community and school closer together.
- Many community service agencies see a local community school as an excellent means to extend their services and take them closer to where people live.
- In 1980 there were 92 surplus school buildings in Wisconsin, many of which could continue as valuable community resources even though no longer needed for K-12 instruction.

COMPONENT 1: EXTENDED USE OF PUBLIC SCHOOL FACILITIES

SELF-STUDY GUIDE

Questions to Address	Related Questions Based on Your Community	Ideas for Action in Your Community
To what extent are your school facilities available to the general public?		
Is your district experiencing an enrollment decline? Does it have surplus facilities?		
Others?		

COMPONENT 2: CITIZEN INVOLVEMENT

The situation in . . .

D.C. EVEREST

The D.C. Everest Community Education Program has a great deal of citizen involvement ranging from community members who offer their skills and knowledge teaching others, to volunteers who assist in many activities, to a citizens advisory council which helps lead the entire effort. Citizen input has been part of this effort since its beginning in 1977. A task force charged with the responsibility to help design the program has evolved into a permanent advisory committee which advises the community education coordinator and Board of Education on all phases of activity. A great deal of emphasis is placed on citizens being involved in designing a program which meets the needs of all residents.

MENOMONEE FALLS

When the determination was made to restructure Lincoln School as a community education center, local citizens were selected to serve on an advisory committee. This advisory committee continues as a link between the center staff and the residents of the community. Each of the programs housed at the center utilizes its own methods for including citizens as participants, volunteers, and teachers. On any given day young and old can be seen at the center in a constant flow of activity from morning till late in the evening.

Facts and Issues:

A recent DPI survey indicated that 90 percent of schools do not have a broad based advisory group made up of a cross section of all community residents.

Greater citizen involvement in schools and education programs results in greater awareness and understanding of the school's role.

One of education's most critical issues is reaching and involving citizens who have no direct day-to-day contact with schools. In most communities less that 30 percent of households have children in school.

In actuality, schools and communities have always been linked. What affects the home affects the school. Community education is rooted in the belief that what improves the community also improves the schools.

Involving older persons through community education can bring a wealth of experience to the education of children as well as fostering intergenerational understanding.

COMPONENT 2: CITIZEN INVOLVEMENT

SELF-STUDY GUIDE

Questions to Address	Related Questions Based on Your Community	Ideas for Action in Your Community
Is there an advisory group(s) in your school(s) which deals with educational, recreational, and cultural needs of all residents?		
What type and amount of citizen input is part of everyday decision-making on educational issues?		
Are programs available to identify and bring in volunteers?		
Who participates in after-school opportunities? What programs are available?		
Others?		

COMPONENT 3: INTERAGENCY COOPERATION

The situation in . . .

D.C. EVEREST

One of the first initiatives taken by the community education staff was to conduct an area-wide resource assessment. Through this assessment 52 agency staff were interviewed about their willingness to cooperate and extend their services to the D.C. Everest community. Such assessments have been a hallmark of the Everest program. The role of the community education coordinator with extending agency services is in the capacity of a facilitator. Every attempt is made to coordinate rather than duplicate services. A few of the key agencies which cooperate with the program include Woodson YMCA and YWCA, Marathon County Park and Recreation, North Central Technical Institute, University Extension, and Performing Arts Foundation.

MENOMONEE FALLS

The Lincoln School Center develops coordinating efforts on two levels. First, there are the agencies which are housed at the site and provide a variety of community service programs. These include the Menomonee Falls Recreation Department, Wisconsin Job Service, Probation and Parole Department, senior citizens club and nutrition site, in addition to the adult education services through Waukesha County Technical Institute. The second level of coordination is with those community groups which utilize site facilities but are not housed at Lincoln School. These include such groups as Boy Scouts, Newcomers Club, YMCA, UW-Extension, and various youth groups.

Facts and Issues:

There is a dramatic drop off in participation in programs for every mile traveled to reach the service. A community school brings the service to where the people are.

A community education program increases, often dramatically, the educational programs available to a community at little or no extra cost.

A major task of community education is to coordinate programs, extend services of existing programs, and communicate regularly with area agencies for the purpose of coordination and avoiding duplication of services.

Community service fairs, community calendars, joint needs assessments, and local community education advisory councils improve understanding and coordination of existing services. Agencies become more responsive to the identified needs in a community.

COMPONENT 3: INTERAGENCY COOPERATION

SELF-STUDY GUIDE

Questions to Address	Related Questions Based on Your Community	Ideas for Action in Your Community
How many agencies provide or could provide services through extended use of school facilities?		
Is there a method to communicate with area service agencies?		
Are community residents aware of current services?		
Others?		

COMPONENT 4: NEEDS ASSESSMENT OF COMMUNITIES

The situation in . . .

D.C. EVEREST

Community assessment is one of the continuing priorities of this program. In 1978 work was completed on a major "resource" assessment which determined what agency services could be extended or brought into the community. The community advisory council is an important part of the information service. This council also recommends other assessment activity. In 1981 a comprehensive needs survey was sent to every house (1,779) in the community. Results are to be analyzed through the council and staff with the intent to determine program priorities.

MENOMONEE FALLS

Assessment activities are organized through the advisory council. A major assessment in 1979 sampled 500 households in the area to determine program priorities. Many of the initial activities on the site resulted from information from the survey. Agencies housed at Lincoln School conduct their own assessments as needed. Many programs, such as the Recreation Department, planned together with the community education staff to impact recreation needs identified in the survey.

Facts and Issues:

The community education assessment process keeps people aware of opportunities as well as providing input in needed activities.

36

In most community education programs, needs assessments are conducted on a regular basis and take a variety of forms from formal community-wide surveys to agency resource studies.

37

Most community education assessments are coordinated through advisory councils and input is received from and shared with other participating community service agencies.

Assessments are an excellent means to identify persons in the community who might like to offer their knowledge and skills to the community and schools either as teachers or volunteers.

COMPONENT 4: NEEDS ASSESSMENT OF COMMUNITIES

SELF-STUDY GUIDE

Questions to Address	Related Questions Based on Your Community	Ideas for Action in Your Community
Are needs and interests of all residents surveyed periodically?		
Is there a process for conducting and coordinating community-wide assessments?		
Are processes and personnel available for designing programs based on identified needs?		
Others?		

COMPONENT 5: LEADERSHIP

The situation in . . .

D.C. EVEREST

This community education effort is led by a full-time coordinator. His office is housed in the school administration building and he reports directly to the superintendent of schools as part of the administrative team. In Everest, as elsewhere, this person has had extensive leadership training in community education. The job role of a community educator is unique in that this person functions as a facilitator and coordinator rather than a direct provider of services. In D.C. Everest the coordinator works with agencies to extend their services in the community, coordinates after-school use of school facilities by the community, identifies community needs and provides a day-to-day communication link between school and community. In the Everest program the coordinator has a primary responsibility to work with the advisory council and school board in setting direction.

MENOMONEE FALLS

This is one of the unique models of community education. The community education staff are hired through Waukesha County Technical Institute which coordinates the Lincoln School Community Education Center. At the district level there is a community education coordinator who has prime responsibility for general leadership and working with the advisory council. This role includes coordinating activities with on-site agencies as well as other agencies elsewhere in the community. There is also a full-time site manager at Lincoln School who monitors and coordinates the day-to-day activities as well as having overall responsibility for adult education offerings.

Facts and Issues:

40 Community education staff have unique competencies in providing leadership to such an effort. These include school-community relations, needs assessments, community organization, and school administration.

The facilitator role of community education is unique to most schools in that a community educator's primary task is to identify resources, enlist assistance, and coordinate programs. Most community education staff have the responsibility to schedule and coordinate community use of school facilities beyond the K-12 program. 41

There are over 60 higher education training centers in the U.S. with community education leadership training programs. There is also a national and a Wisconsin state association for professional community educators.

COMPONENT 5: LEADERSHIP

SELF-STUDY GUIDE

Questions to Address	Related Questions Based on Your Community	Ideas for Action in Your Community
Does your district have a person with a community education role who acts in a facilitator capacity?		
Is there an effort to educate school and community about the community education role and its potential impact?		
Others?		

COMMUNITY EDUCATION SELF-ASSESSMENT TEST

Below are several general goal areas of a typical community education effort in a local school district. Rate your district on each item according to (a) fulfilling the goal area to a great extent, (b) fulfilling the goal area to some extent, and (c) fulfilling the goal area very little. Place an X in the appropriate column.

		a	b	c
Goal 1:	To provide trained leadership in community education on a full-time basis	___	___	___
Goal 2:	To coordinate and make use of all school facilities, elementary as well as secondary	___	___	___
Goal 3:	To insure at least monthly face-to-face contact with key community service coordinators regarding use of facilities and program coordination	___	___	___
Goal 4:	To periodically conduct formal needs assessments, both on a broad community basis and on a targeted population basis (such as older persons)	___	___	___
Goal 5:	To have a representative community advisory council which meets at least monthly and provides the primary input into community service operations	___	___	___
Goal 6:	To coordinate and insure the availability of a wide range of social, cultural, educational, and recreational activities for all age groups	___	___	___

44

45

	a	b	c
Goal 7: To operate a coordinated public information program utilizing person-to-person contacts as well as media sources			
Goal 8: To operate a comprehensive community service program utilizing broad citizen input and based on written long and short range goals linked to budgetary needs and formal evaluation criteria			
Add X's for each column			
Multiply each column by weighted scores	x (3)	(2)	(1)
Column Total			

Add weighted totals for each column

(a) _____

(b) _____

(c) _____

Total Score _____

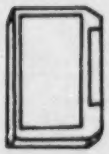
Place your total score on the scale provided. While there may be a variation in how various persons or groups would score each of the eight goal items, this score should at least indicate to what extent you feel your school is providing a community education focus.

8 | | | 12 13 | | 16 | | | 20 | | | 24

Little Involvement in Community Education	Some Involvement in Community Education	Comprehensive Involvement in Community Education

COMMUNITY EDUCATION RESOURCES

During the past several years a variety of resource materials have been developed for schools and communities seeking to implement community education. Those described here are available free of charge from the community education resource and dissemination center located at the University of Wisconsin-Madison Center for Community Education (address below).



Videotape program

25 minutes, color, 3/4" or 1/2" available

Resource Booklet

Title: Community Education: A Profile of Two Communities

This program is designed to fit into a half-hour television slot. Originally aired on February 9, 1981, this program presents an overview of community education as practiced in two Wisconsin communities. This is an excellent program for those taking a first look at community education. A seif-guided booklet highlighting this program and the concept of community education is available for distribution to audiences viewing the videotape.

Slide/tape program

15 minutes, 100 slides

Synchronized

Title: Wisconsin Community Education

This professionally narrated slide/tape presents the components of community education and the reason for why a school district and community would seek to develop these efforts.

48

49

Resource Booklet — Title: Community Education Models in Wisconsin

This booklet presents an overview of community education and a description of six models currently in place throughout Wisconsin.

Tabloid — Title: Partnerships

8 pages

This newspaper size tabloid presents community education in a news article format.

In addition to these resources specific to Wisconsin there are a multitude of resources produced for a national audience. Some of the more popular are these:

FILMS

To Touch a Child (30 minutes)

This film remains the most popular in introducing the concept and potential of community education, and is based on the Flint, Michigan, experience.

Media Package on Community Education (including film titles; each approximately 30 minutes)

A Sense of Community
Suggested Strategies for Establishing a Community Education Program
The Community Council
Cooperative Agency Relationships
The Community School Coordinator

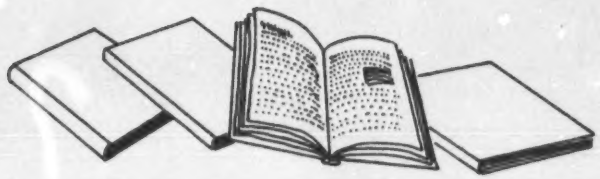
WRITTEN MATERIALS

Pendall Publishing Company

1700 James Savage Road

Midland, Michigan 46840

(517/496-3333)



including such materials as:

Community Education: From Program to Process to Practice, by Minzey/LaTarte

Community Education: A Developing Concept, by Seay and Associates

"How To", a series of resource pamphlets such as:

- People Helping People
- The Community Council
- Developing Interagency Cooperation
- The Community's Needs--Assessing and Establishing Priorities
- Emerging Models of Community Education
- Financing Community Education
- Organizing a Volunteer Program
- Senior Citizens and Community Education
- Planning for Community Education
- Public Relations Handbook for Community Education
- Conducting Community Education

All of the above are available for distribution from the Wisconsin Center for Community Education, University of Wisconsin-Madison (see address below).

3000-3F27602-81

At the State level in Wisconsin there are two primary units which coordinate and promote statewide development of community education. A variety of resources on all aspects of community education are available from these offices.

Wisconsin Department of Public Instruction

Community Education Unit
Dr. Eric C. Smith, Coordinator
3rd Floor, P.O. Box 7841
125 South Webster Street
Madison, Wisconsin 53707
(608/266-3569)

This unit provides a wide variety of assistance to local districts interested in community education development.

UW-Madison, Department of Educational Administration

Center for Community Education
Dr. George Kliminski
Room 1186-D, Educational Sciences Bldg.
1025 West Johnson Street
Madison, Wisconsin 53706
(608-263-3232)

This center provides a variety of training programs and course work related to community education. This center also functions as the statewide research and dissemination center.